

## Choosing to Talk or Walk

***If you can't defuse...REFUSE! Walk away from dangerous situations!  
It would be beneficial for both parties if one attempts to resolve the conflict.  
However, if you find yourself in a situation where the problem seems to  
escalate- WALK AWAY.***

Goal: Introduce participants to conflicts they may not be able to resolve right away.

Objective: By the end of this session participants will be able to:

- Identify situations which cannot be defused immediately.
- Be able to walk away from these situations.

**Time:** 1 hour

### **Materials:**

Index cards

Pencils

### **Leader's note-**

1. Explain to the class that there are certain situations in which they may not be able to resolve a conflict before it turns into a crisis.
2. Tell the class that sometimes you may have to walk away from dangerous situations.
3. Brainstorm with students examples of situations where it is best to walk away, stop talking, or to defuse the situation.
  - If you are in a conflict with someone and they draw a weapon
  - If you are in a conflict with an authority figure, like a police officer or teacher.
4. Tell the students they will participate in a radio show called "Walk or Talk"
5. Break the students up into groups of 3.
6. Each group will create two "Walk or Talk" Scenarios
7. Before they start creating, read to the class the two examples of "Walk or Talk" scenarios below

### **Walk or Talk Scenario #1**

Darius and James are classmates. A rumor spreads around the class that Darius kissed a girl in the school. Darius is not attracted to this girl and tells his older cousin, Janet, he did not kiss her. A girl tells Darius that James is the one who spread the rumor. Darius tells his cousin that James spread the rumor. Janet tells all of her and Darius' cousins to come up to the school to start an argument or fight James. The next day after school, five cousins approach James about the rumor. - STOP-

**Leader's note-** Discuss with the class:

- If they have ever been in or know of anyone who has been in this type of situation.
- How they would handle the situation?
- What could happen if James argues with the cousins?
- Should James argue or fight his way out of this situation?

**Leader's note-** Discuss with the class:

1. James should not argue his way out of this situation.
2. Discuss with the class reasons why he should not argue.
3. Discuss why in this case, he should walk away.
4. Tell the participants that you are going to read them a second story.

### **Walk or Talk Scenario #2**

Jim sat in his English class doing his work. Suddenly the teacher yelled, "Who threw this paper!" Jim looked up at the teacher laughing. The teacher told Jim to stay after class. Jim told the teacher, "For what, I didn't do anything?" The teacher told Jim that he would have to stay after class since he likes to throw paper in the classroom. – STOP!

**Leader's note-** Discuss with the class:

- If they have ever been in or know of anyone who has been in this type of situation?
- How they would handle the situation?
- What could happen if Jim continues to argue?
- Should Jim wait until the end of class to explain to the teacher that he did not throw the paper?

**Leader's note-** Discuss with the class:

1. Instead of arguing during class, Jim should wait until the end of class to explain to the teacher that he did not throw the paper.
2. Discuss with the class the benefits of waiting and walking away from the situation instead of arguing during class.

### **Activity - "Walk or Talk" Radio Show**

1. Have the students create two "Walk or Talk" Scenarios.
2. After each group has created the two scenarios, then each group will exchange scenarios with another group.
3. No group should have the scenarios they created.
4. The scenarios given is what each group will use to call into the radio show.
5. This group will be known as the "callers."
6. The "callers" will act like their scenario is their personal problem and they are calling into the radio show to get advice from the "Walk or Talk" experts.
7. The "Walk of Talk" experts will be students from another group.
8. Have the experts sit in front of the classroom facing the class.
9. Here's an example using "Walk or Talk" Scenario 1

- Group 1 are the “Walk or Talk” Experts sitting in front of the class.
  - Group 2 calls into the radio show. They are telling the experts what happened in “Walk or Talk” Scenario 1 and they are role playing the characters, James, Janet, and Darius.
  - Group 2 asks the “Walk or Talk” experts (who is Group 1) the following...
    - If James should have argued with the cousins or walked away?
  - Group 1 should also offer advice for the following question...
    - What could Darius, Janet, and James have done differently?
10. Continue this pattern with all the groups and scenarios.
11. In the next round, Group 2 can be the experts and Group 1 are calling into the radio show role playing their assigned scenario.
12. After experts have given their advice, ask for suggestions from students who are NOT playing the experts or callers in that round.